

مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ

Gulf Model School



PASTORAL CARE POLICY



POLICY STATEMENT

Pastoral Care lies at the heart of the school's overall policy which seeks to provide a caring happy environment in which young people can develop to their full potential. It aims to extend the pupils' learning skills in line with their spiritual, moral, social, personal and physical development, and thus enable them to manage their present lives and prepare them for adult life in an ever-changing society. Our school is proud to offer a counselling service for all students. This is run by experienced and qualified school counsellors who are available throughout school time to help manage the psychological well-being of all students.

Aims and Objectives:

Through our pastoral care policy we aim:

1. To create a caring and secure environment for staff and pupils.
2. To create an environment where pupils are able to discuss their feelings and concerns.
3. To ensure there is good communication between the school, parents/guardians and external agencies.
4. To enhance the pupil's self worth and self confidence.
5. To help pupils value and respect the views of others.
6. To help pupils develop self discipline and encourage positive behavior.
7. To encourage a sense of belonging amongst all members of the school community.
8. To support pupils in developing healthy lifestyles.
9. To support pupil progress across the curriculum.
10. To develop in pupils, an awareness of moral standards.
11. To provide opportunities for pupils to develop an awareness of their individual spiritual needs.
12. To encourage pupils to show respect and understanding of those whose culture, beliefs or lifestyle may be different from their own.

Young people clearly face many challenges whilst growing up, and may find at times that they need someone to talk to external to either home or school. Counselling is a process which offers support and guidance when things feel particularly difficult. The counsellor will provide a safe and confidential place for a young person to explore thoughts and feelings which perhaps are overwhelming and upsetting, in a drive to enable change.



Issues young people may be struggling with include:

- Bullying
- Academic pressure
- Parental divorce or separation
- Peer pressure
- Arrival of new sibling
- Low mood
- Anxiety
- Exam stress
- Bereavement
- Confusion
- Anxiety about the future and Career
- Self harm
- Adolescent stage
- Over Influence of the electronic media

Teachers

Each teacher will be responsible for:

- Identifying and planning for the pastoral activities for a particular class
- Building pupils' self-esteem
- Encouraging pupil motivation and commitment
- Celebrating success, achievement and effort
- Developing skills
- Planning differentiated work
- Giving pupils opportunities to explore their own attitudes and values and those of others
- Providing opportunities so that pupils may appreciate their own development and take responsibility for their own learning.

Through our structured PSHE classes the school aims to help children to:

- Understand themselves and others.
- Develop skills to enable them to form and sustain relationships.
- Develop positive self-esteem.
- Develop an appropriate set of values and a moral code by which to live.



- Promote the development of skills such as decision making and assertiveness, make positive, informed choices to enjoy a healthy lifestyle.

Pastoral Care in TEACHING AND LEARNING

We will fulfill the aims of the policy by:

- Enthusiastic praise from teacher for effort and achievement at all levels.
- Recognition/applause from peers for effort/achievement.
- Visit to another teacher/class in recognition of effort/achievement.
- Children sent to the Principal with good work.
- Work displayed on school's 'Good Work Board'.

Whole School

- Children's participation in School Assembly.
- Focus in Assembly on children's achievements outside, as well as inside school.
- Singing Happy Birthday to children in Assembly.
- Participation in Special services, concerts, etc.
- Involvement of the Principal in children's achievements.
- Responsibility given to children for appropriate tasks round school.
- PTA events

Classroom Environment

- Class Helper rotation - to include every child.
- Interest tables - each child's contribution given attention.
- Classroom ethos to encourage children to be - caring, sharing, helpful, considerate and to display good manners.
- Stories to emphasize desirable attitudes/behavior.
- Awards/stickers given to children who display qualities described above.
- Seating arrangements and group work to take account of less confident children's needs.
- Positive approach to class discipline.
- Display of children's work to take account of effort as well as quality of end product.
- Every child's work to be represented over a period of time.
- Focus on children's birthdays.
- Recognition for non-academic progress, Art/Design, PE, Music etc.



Teaching Staff

All teachers are aware of the vision and aims of the school.

- Full participation of all members of staff in decision-making is encouraged, as a part of the team.
- Planning, developing, implementing and monitoring the curriculum is the responsibility of every member of the team.
- The opinion and input of each teacher is valued and will be taken into account when decisions are made.

Ancillary Staff

Non-teaching staff have a vital role to play in the life of the school. They will -

- Understand and appreciate the particular ethos of the school.
- Be involved in the provision of a caring, supportive environment for the children.
- Help individual children as required.
- Work as a team to ensure maximum benefit for the children.

Role of the Principal

The Role of the Principal will be to :

- Ensure that the programs and curriculum on offer to the students is responsive to their needs and allows them to develop to their full potential.
- Ensure that the structures are put in place to support the students' pastoral needs.
- Create and foster a climate and culture of respect among all members of the school community that allows students to develop to their full potential.
- Promote a restorative approach to dealing with student discipline which seeks to build relationships based on respect.
- Support the continuous professional development of staff to manage the needs of students in their care.
- Support staff in responding to the needs of students.
- Co ordinate a whole school approach to pastoral care.
- Proactively engage with the pastoral care of all students including responding to the needs of students who may need extra support.
- Provide a wide range of opportunities for students to develop all aspects and facets of their character.



- Support parents in the holistic development of their children.
- Proactively facilitate the contribution of external agencies to the development
Of the students